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| A. Students will think creatively and critically | | | | | | | | |
|  | | **K** | **1** | **2** | **3-4** | **5-6** | **7-8** | **9-12** |
| A.1  Develop skills to solve local and global problems individually and in groups | Students will know: | * Problems exist in classroom, schools, our community and * There are things he/she can do to help. | * How communities are influenced by individuals and groups | * That people in their communities and around the world are connected | * That local and global problems exist | * Students need to know the difference between local and global | * That there is a variety of possible solutions to local and global problems. | * How to positively contribute to local, national, and global communities. |
| Students will be able to: | * Discuss possible solutions/ways to help solve problems we face in our classroom, school, and community. | * Compare and contrast how various factors create problems for individuals and groups   -classroom  -school  -local | * Compare and contrast how various factors create problems for individuals and groups   -local  -global | * Identify the characteristics of a local and global problem | * Identify evidence of contributing factors of local and global problems * Come up with new ways of solving problems | * Analyze factors leading to problems, i.e., find causes of problem. * Use multiple resources to examine the problem. * Form an opinion about the problem. * Brainstorm possible solutions to a problem both individually and in groups. * Predict possible outcomes of proposed solutions. * Recognize that their input has an impact.   Evaluate possible impact of proposed solutions. | * Analyze Identify and define authentic problems and significant questions for investigation * Plan and manage activities to develop a solution * Implement action plan * Evaluate action plan * Aware of ways to influence local, regional, state, national, and global communities |

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| A.2  Demonstrate originality and inventiveness | Students will know: | * The value of their own ideas. | * the value of their own ideas | * the value of their own ideas | * That there is more than one solution to a problem * That they are valued for thinking outside the box | * That thinking differently is valued | * That taking risks is valued and encouraged. * That previous knowledge is the foundation. | * How to apply brainstorming ideas to develop creative and innovative products * Engage in logical discussions |
| Students will be able to: | * Demonstrate creativity. | * demonstrate creativity | * demonstrate creativity | * Reflect on failures and how they will improve * Identify multiple solutions to a problem | * Develop, implement and communicate new ideas to others | * Integrate existing knowledge and ideas to create new ideas. * Use discussion to help formulate new ideas. | * Apply existing knowledge to generate new ideas, products, or processes * Create original works as means of personal or group expression * Use modes and simulations to explore complex systems and issues * Identify trends and forecast possibilities * Integrate knowledge and ideas |

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| A.3  Create and produce high-quality products. | Students will know: | * How to seek help. * How to self-check / find and correct errors. | * that being accurate in work is important | * That being accurate in work is important | * Characteristics of a high quality product * Different types of media exist | * That high-quality products have certain expectations and criteria | * What constitutes a high-quality product. * Where to find resources to help create high-quality products. | * The standards and expectations of high-quality products * Variety of media to produce high-quality products |
| Students will be able to: | * Demonstrate effort to do their best work. * Pay attention to detail. * Ask questions. | * pays attention to details when completing work * checks other sources to make sure work is accurate * finds and corrects errors * applies his/her best effort in creating quality products that go beyond accepted standards | * pay attention to details when completing work * check other sources to make sure work is accurate * find and correct errors independently * apply his/her best effort in creating quality products that go beyond accepted standards | * Research and evaluate information using various forms of media to build knowledge * Create a high quality product using various forms of media | * Find meaning in information and then combine and organize information to make it useful for my task * Act on creative ideas to make a real contribution that is useful to the situation | * Utilize guidelines or rubrics as a tool to direct work. * Formulate a plan to create high-quality product. * Adapt to various schedules/deadlines. * Create a unique product. * Combine multiple resources and tools to be creative. * Present products in a variety of formats. * Justify the quality of their product, i.e., did you do your best? | * Collect and analyze data to identify solutions and/or make informed decisions * Select a tool appropriate to the task or the audience * Utilize various products and tools * Develop guidelines to create a high-quality products * Develop own schedule and guidelines * Reflect on quality of project and process |

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| A.4  Set goals and work toward improvement and achievement for self and society. | Students will know: | * What is a goal? | * That persevering may lead to accomplishing a goal | * That persevering may help lead to accomplishing a goal | * Strengths and weaknesses??? How problem solving contributes to their success?? | * Ongoing improvement is expected | * Strategies for setting short and long -term goals. | * Process of setting goals, achieving goals, and evaluating goals * The value of setting, achieving, and evaluating goals |
| Students will be able to: | * Challenge themselves * Take risks * Try new things | * Shows that he/she doesn’t give up when trying to find the answers or solutions,   Keeps self on task  Encourage others to persevere   * Organizes and prepares materials and self * Completes the task in a reasonable time frame | * Show that he/she doesn’t give up when trying to find the answers or solutions   Keep self on task  Encourage others to persevere  Organize and prepare materials and self  Complete the task in a reasonable time frame | * Set goals and monitor progress towards achievement | * Work hard on tasks even when the answers or solutions are difficult to find | * Reflect on previous experience to set goals. * Formulate individual and group SMART goals. * Adjust goals at regular intervals. * Evaluate success in progress towards goals. | * Understand the purpose of goal setting * Write realistic goals * Develop an action plan to monitor and achieve goals * Monitor, adjust, and reflect upon the goals |

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| B. Students will practice citizenship and personal responsibility. | | | | | | | | |
|  | | **K** | **1** | **2** | **3-4** | **5-6** | **7-8** | **9-12** |
| B.1  Practice legal and ethical behavior. | Students will know: | * That there are consequences for their choices * “Doing the Right Thing” as it relates to self, others and property | * That there are consequences for their choices | * That there are consequences for their choices | * That there is a right and wrong way to use resources * That there are consequences for all behaviors * The definition of plagiarism | * That there are social and legal norms for behavior * the consequences of unethical behavior | * That there are social and legal norms for behavior. * That there are consequences for all behavior. * The definition of plagiarism. | * How to be a good citizen * How recognize and avoid plagiarism * Copyright guidelines related to fair use, public domain, and creative commons |
| Students will be able to: | * Make a connection between a choice/action and its consequence * Demonstrate honesty and fairness | * Demonstrate honesty and fairness | * Demonstrate honesty and fairness | * Determine what a reliable source is * Put things that they research into their own words * Give credit for ideas and images that are not original | * cite text and electronic resources * Evaluate the situation and adjust their approach. | * Recognize the importance of classroom, school, community, and global expectations. * Identify the difference between legal and illegal behavior. * Identify the difference between ethical and unethical behavior. * Cite work other than own. * Demonstrate legal and ethical behavior when given the opportunity. | * Cite sources utilizing a variety of documentation styles * Implement a common research method * Locate, organize, analyze, synthesize, and ethically use information from a variety of sources and media |

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| B.2  Participate effectively with respect to rights and responsibilities. | Students will know: | * It is important to appreciate others. (similarities/differences – talents/abilities – strengths/weaknesses) | * It is important to recognize and appreciate others (similarities, differences, strengths and weaknesses) | * It is important to recognize and appreciate others (similarities, differences, strengths, weaknesses) | * Their civic responsibility | * Strategies for effective participation * attributes of rights and responsibilities | * What their rights and responsibilities are, including being a digital citizen. * That there are consequences associated with rights and responsibilities. * That bullying extends beyond verbal and physical actions, i.e., cyberbullying. * That their choices have impact on themselves and others. | * How to deal with cyber bullying * What is appropriate/not appropriate to post on the web * How to analyze and challenge rights in a productive manner |
| Students will be able to: | * Demonstrates responsible actions and a positive attitude. * Demonstrates respect for others. | * Demonstrate responsible actions and a positive attitude * Demonstrate respect for the rights and abilities of others | * Demonstrate respect of the rights and abilities of others * Demonstrate responsible actions and a positive attitude | * Identify opportunities to volunteer in their community | * Communicates by honoring others points of views, listening attentively, questioning to clarify understanding, and using language that is appropriate for audience and purpose * Demonstrate civic responsibility | * Identify rights and responsibilities of individuals and groups. * Practice and demonstrate responsible behavior. * Demonstrate civic responsibility, i.e, service. * Create service goals. * Accept consequences for their actions appropriately. | * Respect feelings and opinions of others and themselves * Select appropriate solutions for the given situation * Manage privacy online * Responsibly handle self-expression and reputation * Model citizenship to others * Self-monitor ethical behavior |

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| B.3  Seek to understand diverse perspectives. | Students will know: | * They are alike and different | * That people can have different opinions | * That people can have differing opinions | * People have different perspectives based on their own experiences | * Have an awareness of diverse cultures * What point of view and perspective means * How diversity impacts their beliefs | * That there are different perspectives than their own. * That there is value in knowing different perspectives. | * How to evaluate resources on various perspectives * Respect and appropriately respond to different perspectives |
| Students will be able to: | * Identify ways in which they people are alike/different | * Share their opinions with others * Value the opinions of others | * Share their own opinions * Value the opinions of other people | * Respect others opinions and perspectives | * Identify the similarities and differences between the characteristics of people * Communicate how diversity impacts their beliefs * Be open and responsive to new and diverse perspectives | * Identify contributions of different perspectives. * Solicit different perspectives. * Plan and participate in inclusive activities. * Monitor responses to different perspectives. * Re-evaluate own perspectives based on knowledge of different perspectives. | * Recognize bias and stereotype toward a subject * Utilize evaluation tools |

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| B.4  Connect themselves and their learning to the real world. | Students will know: | * Their learning applies to their everyday lives. | * What they are learning in the classroom connects to the world around them | * That what they are learning in the classroom is connected to the world around | * What they are learning in the classroom connects to the world around them | * That their learning has relevancy to the world around them | * That what is learned in the classroom has relevancy in the real world. | * Life long learning skills |
| Students will be able to: | * Make connections to personal experiences. | * Make connections to their personal experiences and the world around them | * Make connections to personal experiences and the world around them. | * Connect their learning to real life examples | * Analyze and synthesize information about real world situations and make personal connections | * Use information learned in the classroom for career planning. * Determine what classroom instruction is relevant. | * Apply knowledge to be successful outside of the classroom * Relate lessons to self and others * Draw conclusions * Determine how to act on information * Develop direction for future investigations * Active participants and citizens in a global media culture * Apply the knowledge gained to contribute to the larger community |

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| C. Students will collaborate with others. | | | | | | | | |
|  | | **K** | **1** | **2** | **3-4** | **5-6** | **7-8** | **9-12** |
| C. 1  Interact in a respectful, productive manner | Students will know: | * That other people have feelings. * Their actions affect others. * Spatial and social boundaries. | * That they are a part of a larger group * Their actions affect others | * That they are a part of a larger group * Their actions affect others | * Strategies for resolving conflict | * Strategies for working with others and solve conflict * When to state ideas or opinions when they are needed | * The benefits of working with others. * Conflict resolution strategies. * Teambuilding skills. | * How to effectively interact in a variety of groups and settings |
| Students will be able to: | * Show consideration for others. * Take turns * Share * Respect other people’s space and materials. * Show self discipline (thinking before you act/keep hands & feet to yourself) | * Show consideration for the feelings, abilities, and ideas of others * Encourages peers to do the same * Show self discipline | * Show respect and consideration for others * Show he/she cares about the feelings, abilities, and ideas of others, and * Encourages peers to do the same. * Show self discipline | * Participate actively and appropriately (knowing when to speak and when to listen) * Know how to give appreciations and constructive criticism * Accept and use appreciations and constructive criticism | * Participate effectively in a group setting * Self assess their contribution in group work | * Accept and use praise or criticism constructively. * Demonstrate respect for the rights and abilities of others. * Practice teambuilding skills. * Cooperate with people in diverse groups. * Utilize strategies for resolving conflict. | * Work effectively in a group * Utilize conflict management skills for problem solving * Ability to set and work cooperatively toward common goals * Initiate and engage actively in group discussions |

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| C.2  Adapt to various roles and responsibilities | Students will know: | * How to interact positively with peers | * That all members need to do their part when working in a group | * That everyone needs to do their part when working in a group | * The different roles they can play in a community (classroom, school, local, state, global and cyber) | * The requirements for various roles in group work | * Every role has significance; individual differences affect group processes. * That every member in a group needs to participate to make it successful. | * Their own strengths and weaknesses * Group members’ strengths and weaknesses |
| Students will be able to: | * Cooperate with others * Keep themselves on-task so they can finish tasks in a timely manner. | * Cooperate with group members * Organize and prepare materials * Complete the task in a reasonable time frame * Encourage the group to accomplish the goal | * Cooperate with group members * Complete individual jobs * encourage the group to accomplish the goal * collect needed materials for task at hand * complete the task in a reasonable time frame. | * Work together to reach a common goal * Perform different group roles | * Use time management skills effectively * Redirect the group when needed * Engage in discussions on how well they are working together * Make changes where needed to improve | * Work together to achieve group goals. * Interact with others as a leader and a group member. | * Utilize their own strengths and weaknesses to reach goal * Utilize group members’ strengths and weaknesses to reach goal |

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| D. Students will communicate clearly | | | | | | | | |
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| D.1  Identify key ideas and details when reading and listening to information | Students will know: |  |  |  |  |  |  |  |
| Students will be able to: | * Listen to others and take turns speaking * Speak and interact appropriately. |  |  |  |  |  |  |

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| D.2  Articulate thoughts and ideas effectively using oral, written, and non verbal communication skills in a variety of forms and contexts | Students will know: |  |  |  |  |  |  |  |
| Students will be able to: |  |  |  |  |  |  |  |